

Motivational Interviewing with Adolescents

2015

Objectives

- To understand the fundamental spirit and principles of MI
- To strengthen empathetic counseling skills (OARS)
- To understand the directive aspects of MI
- To experience and practice an MI style for resolving ambivalence
- To recognize and effectively respond to client change talk



Definition

Video

Beginning Definition

“Motivational Interviewing is a collaborative conversation style for strengthening a persons own motivation and commitment to change.”

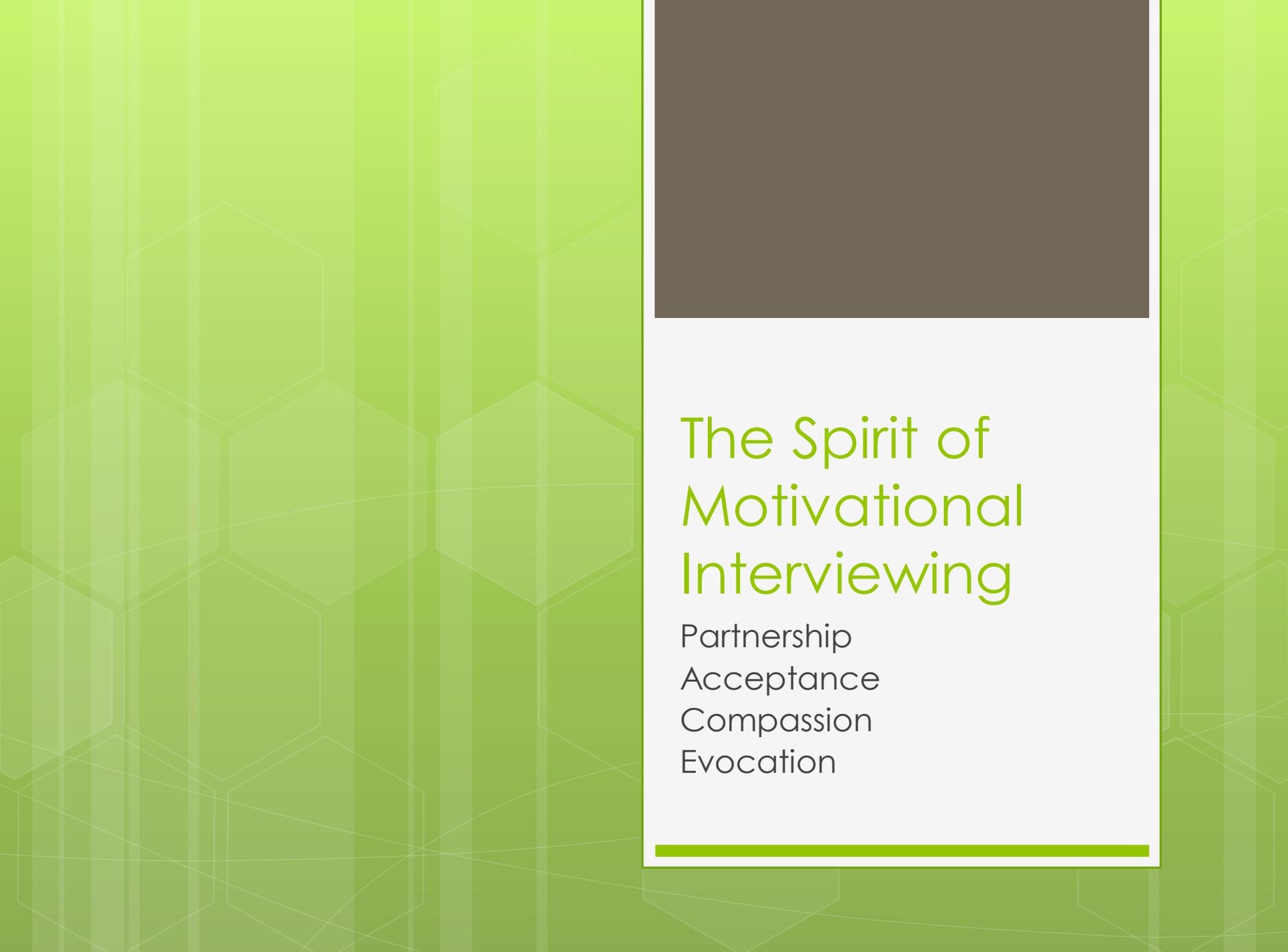
Continuum of Styles



Miller and Rollnick (2013), "Motivational Interviewing Third Edition", Guilford Press.

Developmental Characteristics in Adolescence

- Biological
- Cognitive
- Identity Formation
- Autonomy Emergence
- Family and Peer Relationships



The Spirit of Motivational Interviewing

Partnership
Acceptance
Compassion
Evocation

Partnership

- MI is done “for” and “with” a person...not “to” and “on.”
- An active collaboration between experts
- MI is not a way of tricking people.
- There is a profound respect for the other.
- Seeing the other person’s world view

Acceptance-Four Aspects

- Absolute Worth
- Accurate Empathy
- Autonomy Support
- Affirmation

Compassion

“To be compassionate is to actively support the other’s welfare, to give priority to the other’s needs.”

Evocation

People have what is needed within themselves. Our task is to evoke it, to call it forward.

People who are ambivalent about change already have both arguments within them.

Developmental Process

The set of mind and heart necessary for MI develops with practice and intent.
Practicing MI over time teaches spirit.

Core Skills

- Asking Open-ended Questions
- Affirming
- Reflective Listening
- Summarizing
- Informing and Advising

Open-ended Questions

- Invite reflection and collaboration
- Understand internal frame of reference
- Strengthens collaboration
- Helps to find a clear direction

“Open questions also play a key role in evoking motivation and planning a course toward change.”

Open or Closed Questions

- *Open-Ended Question Stems*

Tell me, Explain, Describe, When, Why

- *Closed Question Stems*

Did, Are, Is, Where, Can, Have, Will

Affirming

- Honors the client's worth and capacity for change and growth
- Recognize strengths, abilities and good intentions
- Reframe/accentuate the positive

Reflective Listening

- Fundamental skill in MI
- Allow people to hear again thoughts and feelings
- Keeps people talking
- Choose what to reflect
- Deepen understanding

Summarizing

- A selection of reflections presented together strategically
- Increased understanding
- Opportunity to fill in what was missed.
- Used to transition from one task to another

“The process of reflecting is itself affirming.”

Miller and Rollnick (2013), “Motivational Interviewing Third Edition”, Guilford Press.

Summary

- **Set up statement:** “Let me see if I have this right...”
- **Reflection, reflection, reflection**
- **Open question:**
“So where does that leave us? What else would you like to add?”
or “Now, tell me about”
(to re-direct)

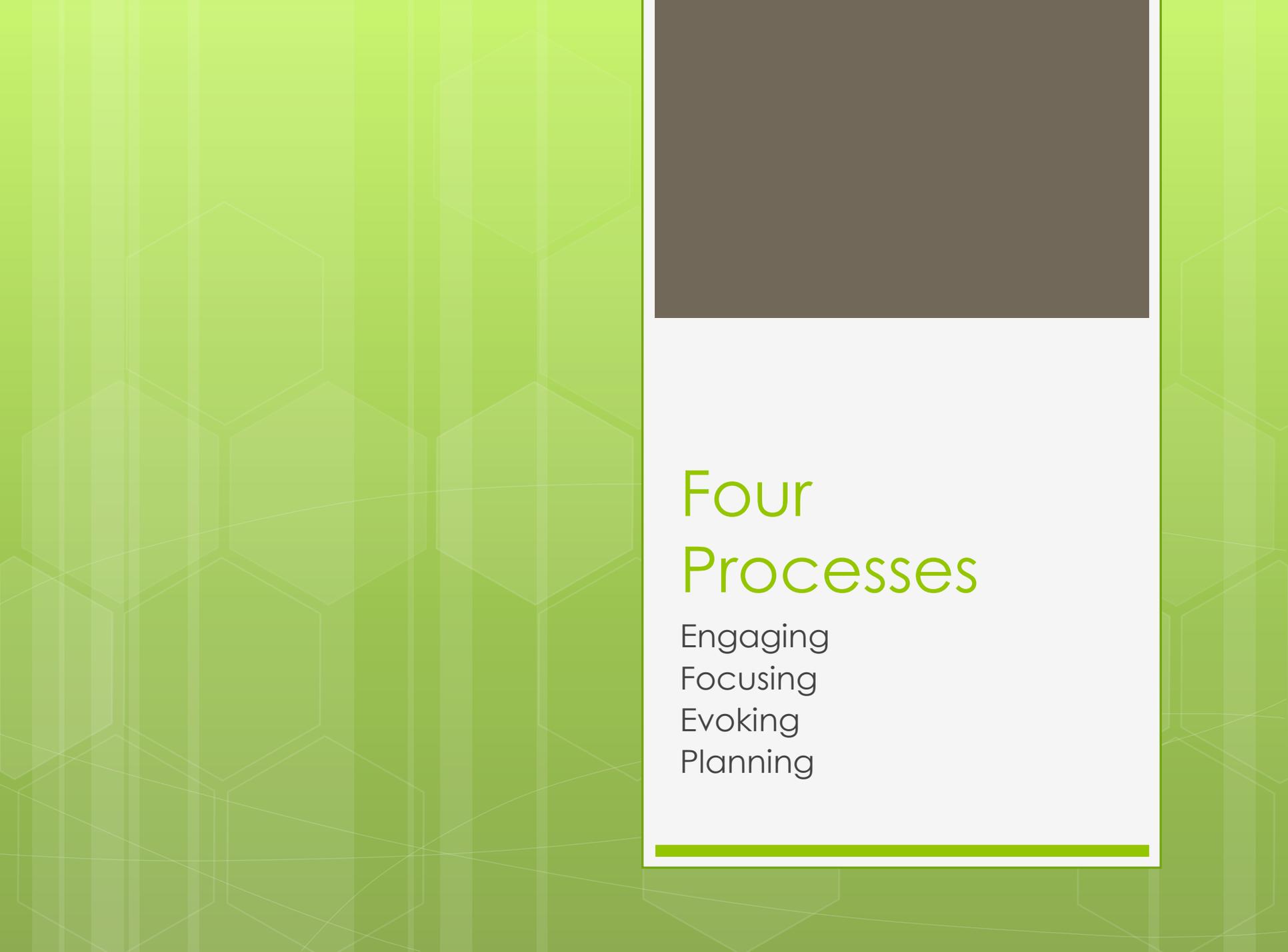
Informing and Advising

There are times when it is appropriate to provide information and advice.

- Ask what they already know
- Offer with permission
- Offer an array of options
- Help client to reach their own conclusions about the relevance of the information

What MI is Not...

- Just a way of being nice
- A solution to all clinical problems
- A technique, trick or gimmick
- A way of manipulating people



Four Processes

Engaging
Focusing
Evoking
Planning

Engaging

“Therapeutic engagement is a prerequisite for everything that follows.”

- Begins at the initial visit – no timeframe
- Process by which both parties establish a helpful connection

Focusing

“Focusing is the process by which you develop and maintain a specific direction in the conversation.”

- Clarify direction
- Treatment may be the only avenue toward change

Evoking

“Evoking involves eliciting the clients own motivation for change...”

- The person voices the arguments for change.
- People talk themselves into changing.
- Harness the client's own feelings and ideas regarding the “why” and “how” of change

Planning

- Develop commitment and formulate a plan.
- May need to revisit often and the plan unfolds.
- Elicit clients own solutions – promote autonomy.
- Once a decision is reached some people may need little assistance with planning.

Four Processes

Planning

Eliciting

Evoking

Engaging

Miller and Rollnick (2013), "Motivational Interviewing Third Edition", Guilford Press.

Summary

A Closer Look
Engaging



Engaging and Disengaging

“Engaging is the process of establishing a mutually trusting and respectful relationship.”

Thomas Gordon's 12 Roadblocks

- 1) Ordering, directing
- 2) Warning, threatening
- 3) Giving advice, making suggestions, providing solutions
- 4) Persuading with logic, arguing, lecturing
- 5) Moralizing, preaching
- 6) Judging, criticizing, blaming

Thomas Gordon's 12 Roadblocks

(cont.)

- 7) Agreeing, approving, praising
- 8) Shaming, ridiculing, name-calling
- 9) Interpreting, analyzing
- 10) Reasoning, sympathizing
- 11) Questioning, probing
- 12) Withdrawing, distracting,
humoring, changing the subject

Traps to Avoid

- *The Assessment Trap/Question-Answer Trap*
- *The Expert Trap*
- *The Premature Focus Trap*
- *The Labeling Trap*
- *The Blaming Trap*
- *The Chat Trap*

What Promotes Engagement?

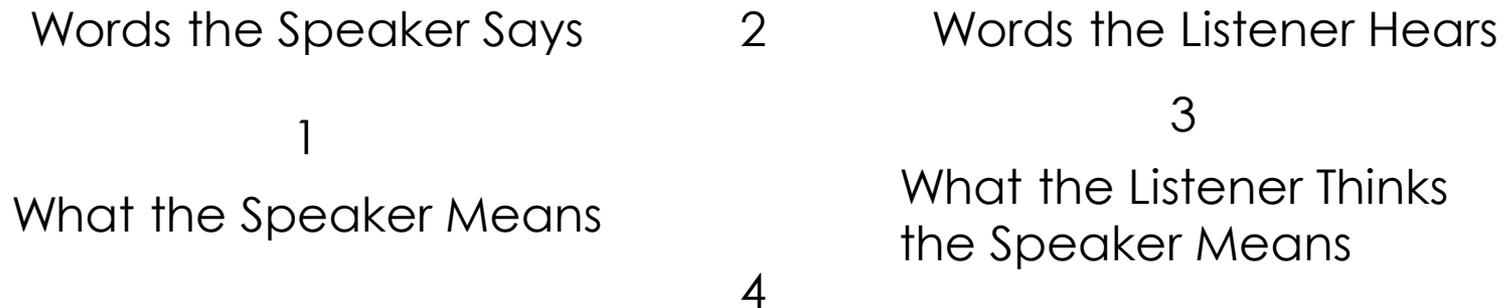
- Desires and Goals
- Importance
- Positivity
- Expectations
- Hope

Listening

- Non-verbal Listening
- Reflections (Accurate Empathy)
 - Simple
 - Complex
- Overshooting and undershooting

Thinking Reflectively

Model from Thomas Gordon
Parent Effectiveness training



Miller and Rollnick (2013), "Motivational Interviewing Third Edition", Guilford Press.

Forming Reflections

- A hypothesis (guess) about speaker's meaning
- A statement to convey understanding
- **Intonation down or flat**
- Short stems
 - "So..."
 - "Sounds like..."
 - "So you..."
 - "Seems like ..."
 - "Its like..."
 - "You feel..."

Question



Reflection



Levels of Reflections

- Repeating
- Rephrasing
- Paraphrasing
- Reflection of feeling

Recognizing MI Skills

Introduction to Coding

Video

Reflection

Affirmation

Summary

Open question

Closed Question

Exploring Goals and Values

- No one is unmotivated
- Exploring life goals has a way helping people see the horizon
- “Drug dependence has a way or foreshortening time perspective.”
- Important source of motivation to change
- Not uncommon for day-to-day behavior to conflict with long-term live goals and values

Exploring Goals and Values

- Simply ask... (Exploring different areas of a young person's life may reveal goals and values)
- Structured values exploration – card sort?
- Explore the degree of discrepancy between real and ideal
- Understanding core values helps later in the evoking process to develop discrepancy if there is a true discrepancy between the status quo and the person's own values.
- Not used to confront....

A Closer Look
Focusing



Focusing

“Focusing in MI is an ongoing process of seeking and maintaining direction.”

Begin with an agenda – client’s may be different from counselor’s. The client may be experiencing different hopes fears, expectations, or concerns.

Three Sources of Focus

- The client
- The setting
- Clinical expertise

When Goals Differ

Is this a current goal of the client?			
		Yes	NO
Is this your hope for the client?	Yes	A	B
	No	C	D

Miller and Rollnick (2013), "Motivational Interviewing Third Edition", Guilford Press.

When Not To Use MI

- When you have a personal investment in the outcome
- Coercive power + personal investment
- Absence of benefit to the client

Exchanging Information

- There are times when information from you might help a client to make changes.
- How you offer information can greatly impact how it is received.
- “It is easy to overestimate how much information and advice clients need.”
- Information exchange can be vital in finding a clear focus.

Exchanging Information

MI Inconsistent

I am the expert on how and why clients should change.

I collect information about problems.

I rectify gaps in knowledge.

Frightening information is helpful.

I just need to tell them clearly what to do.

MI Consistent

I have some expertise, and the clients are the experts on themselves.

I find out what information the clients want and need.

I match information to the client needs and strengths.

Clients can tell me what information is helpful.

Advice that champions client needs and autonomy can be helpful.

Elicit-Provide-Elicit

- **Elicit**

- Ask Permission
- Clarify information gaps and needs

- **Provide**

- Asking Permission
- Prioritize – What do they most want to know?
- Be clear
- Support Autonomy

- **Elicit**

- Ask for clients understanding.

A Closer Look
Evoking



Evoking Preparation For Change

Skills include recognizing change talk and knowing how to evoke and respond to it when it occurs.

Also important to recognize and respond to sustain talk and signs of discord in the working alliance

Ambivalence

- Ambivalence is a normal part of the change process
- It is a step forward from re-contemplation
- People can talk themselves into or out of change.

“The more you move toward one choice, the clearer its disadvantages become, and the more its opposite appeals.”

Change Talk

“Change talk is any self-expressed language that is an argument for change.”

The counselors demand must not be higher than the clients willingness.

Preparatory Change talk

Four Subtypes (DARN):

- Desire
- Ability
- Reasons
- Need

Mobilizing Change talk

Signals a step toward the resolution of ambivalence(CAT).

- Commitment
- Activation
- Taking Steps

Sustain Talk

“Sustain talk and change talk are conceptually opposite – the persons arguments for and against change.”



“The evoking process is intended to help resolve ambivalence in the direction of change.”

Talking Oneself Into Change

- People are more likely to do what they hear themselves say.
- Don't need to ignore sustain talk, but want to evoke and support sustain talk.
- Possible to influence the amount and strength of change talk.
- The ratio of change talk to sustain talk is a predictor of change.

Responding to Change Talk

OARS

- Open questions
- Affirmation
- Reflection
- Summary

Evoking Change Talk

- Asking evocative questions
- Generally avoid questions that will generate sustain talk
- Using the importance ruler
- Querying extremes
- Looking back
- Looking forward
- Exploring goals and values

Easy as 1,2,3

- **D:** Why do you want to make this change?
- **A:** How might you be able to do it?
- **R:** What is one good reason for making the change?
- **N:** How important is it, and why? (0-10)
- **C:** What do you intend to do?
- **A:** What are you ready or willing to do?
- **T:** What have you already done?

- **E:** Ask for elaboration or example (in what ways, how?)
- **A:** Offer an affirmation (agree, encourage, support)
- **R:** Reflect what the person has said (preferably complex)

Sustain Talk and Discord

Sustain talk is simply one side of the argument.

“Sustain talk is about the target behavior or change. Discord is about your relationship with the client”

Responding to Sustain Talk

- Simple Reflection
- Amplified Reflection
- Double-sided Reflection
- Emphasizing Autonomy
- Reframing
- Agreeing with a Twist
- Running Head Start
- Coming Alongside

Signs of Discord

Signals a break down in the working alliance.

- Defending
- Squaring Off
- Interrupting
- Disengagement

Responding to Discord

- Refection
- Apologizing
- Affirming
- Shifting Focus

Evoking Hope And Confidence

Client must be ready, willing, and able before change can occur.

Even if a client see the change as important, they are unlikely to commit if they do not feel confident.

Strengthening Confidence

- Open Questions
- Confidence Ruler
- Giving Information and Advice
- Identifying and Affirming Strengths
- Reviewing Past Successes
- Brainstorming
- Reframing
- Hypothetical Thinking

Accepting	Courageous	Hopeful	Responsible
Adaptable	Creative	Imaginative	Sensible
Adventuresome	Decisive	Ingenious	Skillful
Alert	Dedicated	Intelligent	Solid
Ambitious	Determined	Loving	Spiritual
Assertive	Die-hard	Mature	Stable
Assured	Diligent	Open	Steady
Attentive	Doer	Optimistic	Thoughtful
Bold	Eager	Organized	Tough
Brave	Earnest	Patient	Truthful
Bright	Energetic	Persevering	Unique
Capable	Experienced	Persistent	Unstoppable
Clever	Fearless	Positive	Visionary
Committed	Flexible	Powerful	Wise
Competent	Focused	Receptive	Zealous
Confident	Forward-looking	Resourceful	Zestful

Miller and Rollnick (2013), "Motivational Interviewing Third Edition", Guilford Press.

Developing Discrepancy

“Unless the current behavior is in conflict with something that the person values more highly, there is no basis for MI to work.”

It is when people accept themselves that change become possible.

Instilling Discrepancy

- Exchanging Information – ask clients what they already know. (Elicit-Provide-Elicit)
- Providing Feedback (MET)
- Exploring Others' Concerns
- Exploring Goals and Values
- Honoring Autonomy

A Closer Look Planning



Planning Signs of Readiness

- Increased Change Talk
- Taking Steps
- Diminished Sustain Talk
- Resolve
- Envisioning
- Questions about Change

When to Plan

- Test the Water
- Summary followed by key questions
 - “So what do you think you’ll do?”
 - “So where does all this leave you?”
 - “So what are you thinking about [area of concern] at this point?”
 - “I wonder what you might decide to do?”
- Pregnant Pause

Developing a Change Plan

“ The planning process in MI is to be with someone while he or she forms a change plan that works.”

- Maintain the collaborative process
- The treatment plan may only be part of the change plan
- Beware the “righting reflex”

Eliciting Mobilizing Change Talk (CATS)

Evoking activation talk

“How ready are you to do that?”

“Are you willing to give that a try?”

Asking for commitment

“Are going to do it?”

“Is that what you intend to do?”

Getting more specific

“How would you get ready?”

Eliciting Mobilizing Change Talk (CATS) cont.

Setting a date

“When could you do that?”

“When do you think you’ll go?”

Preparing

“What would be a first step?”

“What would you need to take
along?”

Components of a Change Plan

- Setting a goal
- Defining steps to reach the goal
- Reviewing reasons to reach the goal
- Identifying potential barriers, and deciding how to overcome the barriers

When There Are Multiple Options

- Confirm the goal
- Itemize the Options
- Elicit the Client's Ideas
- Summarize the Plan
- Troubleshoot

Strengthening Commitment

“If a change plan is general or ambitious, break it down into smaller pieces.”

It may be easier to commit to several small steps than to an ultimate goal.

Strengthening Commitment and the Four Processes

- Engaging in a supportive , collaborative working relationship.
- Focusing on clear goal(s) for change.
- Evoking the person's own motivations for change.
- Developing a specific change plan.
- Determining what step(s) the person is ready, willing and able to take.

Supporting Change

- Support persistence
- Replanning
- Reminding (without a “Let me remind you” tone)
- Refocusing
- Reengaging

MOTIVATIONAL INTERVIEWING SKILL FEEDBACK



DATE	
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YOUR NAME	
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INTERVIEWER (First & Last Name)	
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No.	Intv.	No.	Intv.	No.	Intv.
1		31		61	
2		32		62	
3		33		63	
4		34		64	
5		35		65	
6		36		66	
7		37		67	
8		38		68	
9		39		69	
10		40		70	
11		41		71	
12		42		72	
13		43		73	
14		44		74	
15		45		75	
16		46		76	
17		47		77	
18		48		78	
19		49		79	
20		50		80	
21		51		81	
22		52		82	
23		53		83	
24		54		84	
25		55		85	
26		56		86	
27		57		87	
28		58		88	
29		59		89	
30		60		90	

KEY

Qo Question Open	Qc Question Closed
A Affirmation	C Confrontation
R Reflection	T Teaching
S Summary	

TOTALS

# 3 Q's in Row	
Longest String	
# Open Questions	
# Closed Questions	
# Affirmations	
# Reflections	
# Summarizations	
# Elicitation Change Talk	
# Teaching Advice Comments	
# Confrontive Interactions	
# Total Interactions	

Settings

- Coaching
- Education
- Opportunistic Intervention
- Corrections
- Organizations
- Religious Organizations

Where do we go next?

- **Websites**
- **MI Training Videos**
- ***Motivational Interviewing*, 3rd Edition**
- **Tape Critiques and Telephone Coaching**
- **Available Tools for QA**
- **Learning Communities/Peer Support (meetings, email, phone check-in)**
- **Advanced MI Training**
- **Training for Trainers and Coaching**
- **Others?**